



CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
 San Luis Obispo, California 93407  
 ACADEMIC SENATE  
 805.756.1258

**MEETING OF THE ACADEMIC SENATE**  
**Tuesday, May 6, 2003**  
**UU220, 3:10 to 5:00pm**

- I. Minutes: Approval of minutes for Academic Senate meeting of April 15, 2003 (pp. 2-4).
- II. Communication(s) and Announcement(s):
- m. Reports:
  - A. Academic Senate Chair:
  - B. President's Office:
  - C. Provost's Office:
  - D. Statewide Senators:
  - E. CFA Campus President:
  - F. ASI Representatives:
  - G. Other: **Jean DeCosta: Report on mandatory sexual harassment prevention training for new employees.**
- IV. Consent Agenda:
  - Resolution of Commendation for Anny Morrobel-Sosa:** Executive Committee, (to be distributed).
- V. Business Item(s):
  - A. **Resolution in Support of Signing the TaUoiros Declaration:** Greenwald/Marx for the Talloiros Committee, first reading, (pp. 5-13).
  - B. **Resolution on Implementation of a Realistic Tuition and Fee Rate Structure for Higher Education:** Kaminaka, chair of the Budget & Long Range Planning Committee, first reading, (pp. 14-15).
  - C. Resolution on Budget Crisis:** Foroohar, chair of the Faculty Affairs Committee, first reading, (p. 16).
  - D. **Resolution on Establishing a Faculty Award to Recognize Distinguished Research and Professional Development at Cal Poly:** Sullivan, chair of Research & Professional Development Committee, first reading, (pp. 17-19).
- VI. Discussion Item(s):
- VII. Adjournment:

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, California 93407  
ACADEMIC SENATE  
805.756.1258

MINUTES OF  
The Academic Senate  
Tuesday, April 15, 2003  
UU220, 3:00 to 5:00 pm

- I. Minutes: The minutes for the Senate Committee meetings of February 11, March 4, and March 1, 2003 were approved without change.
- II. Communications and Announcements:
- A. Memo from West re "Recommendation from Summit Work Groups": This is referred to in more detail in the Academic Senate Chair report.
  - B. *CSU Report on Faculty Recruitment Survey 2002*: can be viewed at <http://www.calstate.edu/JHRIapindex.shtml>
  - C. Minutes of the Instructional Advisory Committee on Computing (IACC): can be viewed at <http://iacc.calpoly.edu>
  - D. Substance Use and Abuse Advisory Committee annual report for 2001-2002: can be viewed at <http://www.calpoly.edu/-acadsen>
  - E. Change in Caucus Chair for the College of Business: J000 Dobson from Finance will be replacing Zaf Iqbal, for the remaining of the year and Rosemary Wild is replacing Senator Ken Griggs.
- m. Reports:
- A. Academic Senate Chair: (Menon) CSU Budget Summit on 3/14/03 and Senate Chairs Meeting April 3, 2003: (a) The Chancellor convened a special day long CSU budget summit on March 14, 2003 at Long Beach, with participation by all Presidents, Campus Senate Chairs, ASI Presidents, Statewide Senate Executive Committee and Vice-Chancellors. The suggestions from that summit on possible strategies to deal with anticipated budget shortfall, are outlined in agenda packet on pages 9-13 as item II A. (b) The Campus Senate Chairs met on April 3, 2003 to discuss CSU issues of which the following are noteworthy:
    - Vice Chancellor Spence indicated that all campuses have begun work on responding to graduation task force recommendations approved by the trustees. Each campus is required to submit an action plan on student success initiatives that lead to improved graduation rates. Surplus units from Community College transfers that are not applicable towards CSU graduation, is seen as one problem, with no easy solutions, given the lack of incentives at Community Colleges for CSU needs, versus filling their many vocational courses. Spence also commented on the 180 unit minimum for CSU degrees, as outlined in his March 21 memo to Provosts (see page 19 of your agenda packet) and stressed again that he is not expecting high unit programs to be reduced to 180 units, but rather he wants to see reasoned justification for the REQUIRED unit totals for programs above 180 units, with some attempts to lower the unit count whenever possible, without sacrificing quality. He also pointed out, that he has streamlined Program Review Reporting requirements from campuses, whereby only a Summary of Outcomes and Assessments is required in his report to trustees on program reviews completed each year.
    - CSU Survey: the Project Director Don Chu, CSU Chico, presented "Roles and Responsibilities of Department Chairs," The executive summary of the CSU-wide results is attached for your information or at The Senate Office will send copies of the CP\_SLO results to Provost, College Deans and Kent Morrison (IDHC Chair) for follow on discussion of the findings among Cal Poly Deans and Department Chairs. The CSU wide results and report can be viewed at <http://www.geolog.com/FAC/ChairsTF.htm>

(c) CSU Responses to the State Audit on CMS was presented by CSU Long Beach VP of Admin & Finance William Griffith, with much heated discussion that followed. Anyone wanting to view the WebCast of the April 3<sup>rd</sup> State Capitol Legislative Hearing of the CMS Audit report including CSU responses from Chancellor Reed & VC Richard West to legislators, may do so by following these instructions:

1. Point your browser to <http://www.calchannel.com>
2. Click on "WEBCAST"
3. Under "Web Archive:", choose April 2003
4. In the April box, click on "Watch Now."
5. The Joint Legislative Audit Committee hearing begins 2 hours and 10 minutes after the start of the streaming video. You can drag the control bar of the RealOne Player to the right spot.

- B. President's Office: None.
- C. Provost's Office: (Zingg) The budget summit work group document, referred to by Menon, identifies a number of items related to resolutions under consideration today. [www.academics.calpoly.edu/diversity](http://www.academics.calpoly.edu/diversity) contains a comprehensive report on diversity initiatives and activities that respond to the last senate resolution that called for a report on such matters. It's expected that the May budget revise may include additional reductions, but it's anyone's guess as to the amount and who will experience the cuts. Linda Dalton on Student Housing North Project: A workshop focusing on "What do we envision as a 21<sup>st</sup> century residential learning community" will be held this Friday in UU220 from 2-4pm. This workshop is co-sponsored by Faculty Affairs, Student Affairs, and Facilities Planning. Student Affairs will be presenting some of their experience with living and learning in North Mountain Dorms as part of the basis to think of ideas for the future. Three or four additional topical workshops will be scheduled and will focus on architectural design, circulation and transportation, and environment questions. Several other campus committees are currently working on many aspects of this project.
- D. Statewide Senators: (Menon) in his CSU Senator role, participated in the April 19, 2003 legislative lobbying day at State Capitol, Sacramento. Discussions were held with many Senators and Assembly members to seek their continued support and sustain CSU funding levels at least at the levels requested by the Governor in his January budget proposal. Menon had encouraging discussions with Senator Charles Poochigian (Appropriations), Senator Dede Alpert (Education), and CP\_SLO Alumnus Senator Bruce McPherson (Budget). (Hood) At a Statewide Academic Senate meeting, the major concerns were the budget and CMS and their future implications. The worse case scenario is that the legislators will make good on some of their promises to take over some of the CSU Administration and put it in Sacramento. The Vice Chancellor for human resources mentioned that there will be every attempt to have a "golden handshake" of some type but it depends on the unions agreeing.
- F. CPA Campus President: (Foroohar) participated in a statewide delegate assembly in Sacramento on April 5 and 6, where the main item of business was new election for CFA officers. Susan Meisenhelder, the current president stepped down after two terms. John Travis, CPA Chapter President at Humboldt, was elected as well as a new Board and a new group of officer. The first round of bargaining took place on March 24, in Los Angeles; the second round is scheduled for April 17 and 18 in Sacramento. In regards to the golden handshake, CFA wants to make sure that tenure track faculty replaces those faculty retiring under this plan. CPA will have two days for lobbying in Sacramento on April 29 and 30 and travel arrangements will be made for anyone who wishes to participate. A round of CMS hearings took place in Sacramento on April 2, from that a 5-hour videotape is available. A forum on "Academic Freedom and Electronic Media", organized due to high amount of discussion on campus on this issue, was held on April 7.
- G. ASI Representatives: None.
- R. Other: None.

- IV. Consent Agenda: Resolution in Support of the Kindergarten-University Public Education facilities Bond Act of 2004: (Menon) Proposition 47, for which we extended our support, was the first of a three-part sequence. This second phase is equally as important as the first, so a call went to all Academic Senates asking their campus for support. Since there was no further discussion or questions, this resolution was accepted by acclamation.

V. Business Item(s):

- A. Election of 2003-2004 Academic Senate Chair: Vice-Chair Dingus conducted the election. No additional nominations were received from the floor, therefore an election was held and Senator George Lewis was elected Chair of the Academic Senate for 2003-2004.
- B. Election of 2003-2004 Academic Senate Vice Chair: Vice-Chair Dingus conducted the election. No additional nominations were received from the floor; therefore, Susan Elrod was elected Vice-Chair of the Academic Senate for 2003-2004 by acclamation. According to the Academic Senate Constitution and Bylaws the Chair and Vice Chair must be from different schools therefore, it was decided to set aside the bylaws and consider this a one-time exception for the 03-04 academic year only. MIS/p to set aside bylaws.
- C. Resolution on Senior Project: Breitenbach, chair of the Instruction Committee, second reading. This resolution is geared for faculty advocacy and provides them with principles to be adopted when advising senior project students.  
Friendly amendment from Hannings on the last RESOLVED: The Provost will ensure that all colleges and department...otherwise.  
Amendment by Hampsey: Modify the second RESOLVED clause as follow:  
4. Faculty Advisors must offer regularly scheduled meetings for their senior project students where specific timelines/outcomes will be defined. ~~Faculty Advisors should discourage students from taking on their senior projects that are too large in scope.~~  
~~5. Faculty advisors must use completion contracts (e.g. a timeline of what must be done and when) IDf seniof projects.~~  
6. ~~Report in Progress grades (RP) should not be assigned IDf the terminal (fiRal) quarter of seniof project. Although the ose of an "I" grade is discouraged, if one is assigRed (in accordance with the eatalog definition), an "I" contract must be completed betweenR the senior project adyisOf and the student; and be it further~~  
MIS/p to approve the amendment.  
MIS/p to approve resolution as amended.
- D. Resolution on 180 Quarter Units for Baccalaureate Degree Programs: Hannings, chair of the Curriculum Committee. This resolution clarifies the criteria by which one can determine if a program is in excess of 180 units. The criteria essentially states that each program can create learning objectives, that will determine what courses are taught, and how many units it has. Discussions will continue at the next Academic Senate meeting on May 6, 2003. {NOTE: SubsequentlytCommittee Chair Hannings has informed us that after follow-on discussions by his committee, they have decided to withdraw this resolution, because a prior resolution on this matter provides sufficient basis for the Provost to secure the necessary unit justification above 180 from all programs and should initiate such action via the college deans.}
- E. Resolution on Implementation of a Realistic Tuition and Fee Rate Structure for Higher Education: Due to lack of time, this resolution will be discussed at the next Academic Senate meeting.
- F. Resolution on Budget Cuts: Due to lack of time, this resolution will be discussed at the next Academic Senate meeting.

VI. Discussion Item(s): None.

VII. Meeting recessed at 5:00 pm.

Submitted by,



Gladys Gregory,  
Academic Senate

Adopted:

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS- -03/

RESOLUTION IN SUPPORT  
OF SIGNING THE TALLOIRES DECLARATION

1 Background: The Talloires Declaration [pronounced "Tal-wahr"] is a ten point statement of  
2 University commitment to promoting sustainability signed by more than 300 college presidents  
3 worldwide. [See Appendix 1 for complete text.]  
4

5 In spring 2002, a delegation from the Cal Poly Campus Sustainability Initiative (CSI) consisting  
6 of ASI president Angie Hacker, Associate Provost Linda Dalton, and Professor Steven Marx met  
7 with President Warren Baker to encourage him to sign the Declaration. Dr. Baker stated his  
8 willingness to do so, but only with the support of the Academic Senate, whose agreement would  
9 be required on two of the ten provisions of the Declaration dealing with curriculum and  
10 instruction.  
11

12 The text of these provisions is as follows:

13 We... agree to take the following actions....

14 3. Educate for Environmentally Responsible Citizenship

15 Establish programs to produce expertise in environmental management,  
16 sustainable economic development, population, and related fields to  
17 ensure that all university graduates are environmentally literate and have  
18 the awareness and understanding to be ecologically responsible citizens.

19 4. Foster Environmental Literacy For All

20 Create programs to develop the capability of university faculty to teach  
21 environmental literacy to all undergraduate, graduate, and professional  
22 students.  
23

24 A committee of the faculty was formed to weigh the costs and benefits of such support. After  
25 extensive research and discussion, the committee has ~~agreed~~ that a strong argument can be made  
26 for Senate support of these two provisions and that therefore a resolution should be introduced  
27 backing them and urging President Baker to go forward with signing the Talloires Declaration.  
28

28 WHEREAS, As a polytechnic institution with notable programs in Agriculture, Engineering,  
29 and Architecture & Environmental Design, among others, sustainability is an  
30 important part of what we do; and  
31

32 WHEREAS, Becoming a signatory to the Talloires Declaration will highlight, link, and  
33 strengthen many existing, instructional and administrative programs already  
34 committed to sustainable development at Cal Poly; and  
35

36 WHEREAS, The Talloires Declaration reinforces both the underlying principles of the  
37 University Master Plan and its specific provisions; therefore, be it  
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39 RESOLVED: That the Academic Senate urge President Warren Baker to sign the Talloires  
40 Declaration; and be it further  
41

42 RESOLVED: That a steering committee be established and charged with creating long term and  
43 short term action plans to implement each of the provisions of the Talloires  
44 Declaration.

Proposed by: The Talloires Committee (Members: David  
Conn, Linda Dalton, Harvey Greenwald, Angela Hacker,  
David Hannings, Edward Johnson, Douglas Keeseey,  
Randall Knight, Steve Marx, Margot McDonald, Unny  
Menon, James Mueller, Pablo Paster, Robert Wolf)  
Date: April 14, 2003



*Draft Proposal to Cal Poly Academic Senate*

in support of signing the Talloires Declaration

Steven Marx  
February 17, 2003

Introduction

The Talloires Declaration [pronounced "Tal-wahr"] is a ten-point statement of University commitment to promoting Sustainability signed by more than 300 college presidents worldwide. [see Appendix 1 complete text]

In spring 2002, a delegation from the Cal Poly Campus Sustainability Initiative (CSI) consisting of ASI president Angie Hacker, Associate Provost Linda Dalton and Professor Steven Marx met with President Warren Baker to encourage him to sign the Declaration. Dr. Baker stated his willingness to do so, but only with the support of the Faculty Senate, whose agreement would be required on two of the ten provisions of the Declaration dealing with curriculum and instruction.

The text of these provisions is as follows:

We... agree to take the following actions....

3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

A committee of the faculty was formed to weigh the costs and benefits of such support. After extensive research and discussion, the committee has agreed that a strong argument can be made for Senate support of these two provisions and that therefore a resolution should be introduced backing them and urging President Baker to go forward with signing the Talloires Declaration.

This proposal will 1) provide a brief description of the growing movement known as "Higher Education for Sustainable Development" or "Greening the Campus," 2) offer reasons why signing the Talloires Declaration is an appropriate step for Cal Poly at the

present time, 3) answer objections to this step, and 4) suggest a program of follow-up action once the step has been taken.

### 1. Greening the Campus

Though the meaning of the term remains problematic, the most popular definition of "Sustainability" was formulated by the World Commission on Environment and Development in 1987: "sustainable development meets the needs of the present without compromising the ability of future generations to meet their OWN needs." Amory Lovins equates sustainability with awareness that "the environment is not a minor factor in production but 'an envelop containing, provisioning and sustaining the entire economy.'" (*Natural Capitalism*, p.9)

Universities worldwide play a crucial role in issues of Sustainability--they are either part of the problem or of the solution. As agents of production and dissemination of knowledge, universities determine the future direction of society. As powerful stewards and consumers of resources, their practice creates immediate environmental consequences and also teaches by example.

University scholars and administrators are organizing to act upon this responsibility in organizations like "Education for Sustainability," "Campus Ecology," and "University Leaders for a Sustainable Future." They sponsor websites, publications, conferences and consulting services, and they receive support from governments, foundations, private industry and individual and institutional memberships.

The Talloires Declaration is one means to strengthen the Campus Sustainability movement, at individual Universities and on the national and international level. Drafted at a 1990 meeting under the auspices of Tufts University in Talloires France, it pledges the institution to a ten-point program of reform. The signatory institutions include Brown, Tufts, William and Mary, Occidental, Rice, Colorado State, Ball State, Universities of Maryland, Colorado, Massachusetts, North Carolina, Virginia, Wisconsin and California at Santa Barbara.

### 2. Why Sign the Talloires Declaration?

Becoming a signatory to the Talloires Declaration would place Cal Poly on record as institutionally committed to promoting Sustainability. This gesture would be appropriate at the present time for a number of reasons.

Sustainability should be highlighted as mission of this University both to benefit society and to attract the most talented and responsible students and faculty. As a Polytechnic institution with notable programs in Agriculture, Engineering, Architecture among others, sustainability is our special business. As opposed to the strictly theoretical, our emphasis is on applied research and education, where issues of efficient resource use, conservation, and waste reduction are central.

Cal Poly is the beneficiary of an endowment of ten thousand acres of resource-rich land which it uses for instructional and research purposes. The university needs to gather and



devote significant resources to stewardship and management of its land. Success in this endeavor will put it into a position to collaborate with local governments and conservation organizations to acquire and manage more land.

Becoming a signatory to the Talloires Declaration will highlight, link and strengthen many existing instructional and administrative programs already committed to sustainable development at Cal Poly. These range from the College of Architecture's Renewable Energy Institute and the student-initiated Campus Sustainability Initiative to the College of Agriculture's Sustainable Agriculture Resource Consortium, Facilities' energy conservation and recycling efforts, and the Master Plan Implementation program. To those with competing priorities-e.g. indiscriminate use of poisons, erosion-causing grading practices, excessive paper consumption--becoming a signatory will send the message that they are not conforming to institutional standards.

### - 3. Objections

Some objections have been raised to the University's becoming a signatory to the Talloires Declaration in general, and specifically to the two provisions referred to the Academic Senate.

Committee members have reported anecdotal evidence from one institution-Virginia Tech-that signatory status has brought about no programmatic or instructional change and has lapsed with the succession of a new President. This negative impression is confirmed by some research showing that signing the Declaration has not necessarily led to effective follow-up action. However, the same research indicates in places like Ball State, Georgia Tech, and Santa Clara Universities that signing has been followed by major curriculum reform, research initiatives and facilities maintenance upgrades accompanied by extensive reporting and publicity.

Provost Paul Zingg has raised some specific questions that this proposal to the Academic Senate needs to address:

Since what you're proposing involves a significant amount of time and energy by quite a few very busy people, it would be helpful to understand why this initiative, as opposed to others.

In other words, is this the best use of time and energy in order to accomplish a certain set of objectives? And what are those objectives, what other activities can be brought to bear on them, and how does this particular initiative address them better than others?

How, e.g., is the TD supported by the University Master Plan, University Mission, strategic plans of the colleges, etc.? Where does this fit among University priorities? What are the resource implications? Especially facing a likely significant State budget reduction next year, what doesn't get supported/funded so that this does?

In response; one could maintain that signing the Talloires Declaration is means rather than end, first rather than final step in the larger endeavor to make Cal Poly a Green Campus, and that it is the least energy, time and resource consuming of alternatives mentioned below.

For Cal Poly to become a signatory, all that is required is that the President sign a copy of the declaration and send it to the Secretariat of University Leaders for A Sustainable Future. Since the President has agreed to do so with an Academic Senate Resolution supporting provisions 3 and 4, the labor here involves no more than getting Senate approval, which members of this committee have agreed to provide. Cal Poly is already in minimal compliance with all the provisions of the Declaration, though much remains to be ~~done~~ to strengthen and monitor progress in that compliance. For provisions 3 and 4, existing instructional programs such as those in our Natural Resource Management Department, the Cal Poly Land Project, the Sustainable Agriculture Resource Consortium, and the Renewable Energy Institute already fulfill the criteria and will be widely publicized as a result of our mention of them. Enriching our environmental education curriculum is an ongoing project that need not be completed to fulfill these provisions.

Wynn Calder, associate director of ULSF, confirms this in a recent message:

... these principles need not be taken to the letter. They are interpretable, depending on the strengths, weaknesses and opportunities at your institution. In addition, the TD is non-binding and voluntary. Basically, by signing the rD, a university is committing itself to incorporating sustainability into its various activities to the extent that it can. Although we encourage institutions to develop an implementation plan when they sign, ULSF in no way polices the school's actions after signing. The only people holding the institution accountable are those within the university who have accepted that responsibility. At ULSF, we strive to support your efforts and provide you with information and materials to implement the TD as you see fit.

Back to principles 3 and 4: By signing the TD, we feel you are saying that you will strive to ensure that "all university graduates are environmentally literate." ... This presents a future possibility. The only schools that should NOT be signing the TD are ~~those~~ that do nothing, or that make virtually no effort to live up these goals. As noted above, an implementation plan is critical, and we should discuss that in time.

There is no fee for becoming a signatory to the Talloires Declaration.

The Declaration reinforces both the underlying principles of the University Master Plan and its specific provisions. The strong environmental outlook of the Plan, still not well enough known in the University and in the Community, would be emphasized in all publicity about Talloires.

The University's Mission statement makes no mention of Sustainability. It should be updated to do so. Becoming a signatory to Talloires could give impetus to such a change. The same might apply to the Mission Statements of the Colleges. Generating these discussions is an illustration of one costless benefit of this process.

If the pain of becoming a signatory is minimal, so might be the gain--since it requires neither resources, nor monitoring nor change from what Cal Poly is doing. However, there is a good chance that signing is a step in the right direction. Getting Senate approval and the President's signature is a concrete achievement for environmentalists at Poly. It will inspire more action and attract more adherents.

Publicity about the signing, hopefully at an occasion when a strong outside speaker like David Orr, author of *Earth in Mind: On Education, Environment and the Human Prospect* is invited, would make sustainability advocates at Poly gain a stronger voice, especially in situations where environmental standards are violated.

#### 4. Follow-up

There is no problem in locating people at Cal Poly who agree with the principles of the Talloires Declaration and would like to Green the Campus. The problem is to get them organized and supported to bring about long-term change. Becoming signatories will lead to some next steps requiring more commitment and resources, a few of which can be suggested here:

- Create committees to move forward with long term and short term action programs to implement each of the provisions of the Declaration-as has been done at Ball State University.

- Establish contacts with nearby institutions that have moved beyond us in Sustainability programs, such as the Bren School at UCSB and the Environmental Studies Institute at the University of Santa Clara.

- Find ways to assure that all new building at Cal Poly conforms to LEED standards.

- Encourage student projects to focus on environmental problems, activities and reforms at Cal Poly.

- Set specific targets that can be recognized by organizations like Campus Ecology and aim for international recognition for success in reaching them.

- Send university representatives on a regular basis to Sustainable Education conferences-e.g. <http://www.bsu.edu/provost/ceres/greening!>

- Join University Leaders for a Sustainable Future (ULSF)[<http://www.ulsf.org/about.html>] This is the Secretariat for the Talloires Declaration, with a full time staff of six, housed in Washington, D.C. A \$375.-yearly membership provides multiple subscriptions to their biannual newsletter,

"The Declaration," their refereed *International Journal of Sustainability in Higher Education*," books they publish, like one titled *Stumbling Toward Sustainability*," questionnaires, monitoring guides and consulting with experts who visit the campus.

Join the National Wildlife Federation's Campus Ecology [<http://www.nwf.org/campusecology/index.cfm>]. which offers

- Case studies and valuable information to help you avoid "reinventing the wheel."
- Networking with other campus greening practitioners.
- Guidance and assistance on project design.
- Training on campus sustainability issues.
- Documentation and recognition of the work you have done on your campus.
- Information on campus greening issues ranging from purchasing to transportation.

## Appendix

### Talloires Declaration

Universities have a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. Thus, university leaders must initiate and support mobilization of internal and external resources so that their institutions respond to this urgent challenge.

We, therefore, agree to take the following actions:

#### 1. Increase Awareness of Environmentally Sustainable Development

Use every opportunity to raise public, government, industry, foundation, and university awareness by openly addressing the urgent need to move toward an environmentally sustainable future.

#### 2. Create an Institutional Culture of Sustainability

Encourage all universities to engage in education, research, policy formation, and information exchange on population, environment, and development to move toward global sustainability.

### 3. Educate for Environmentally Responsible Citizenship

Establish programs to produce expertise in environmental management, sustainable economic development, population, and related fields to ensure that all university graduates are environmentally literate and have the awareness and understanding to be ecologically responsible citizens.

### 4. Foster Environmental Literacy For All

Create programs to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional students.

### 5. Practice Institutional Ecology

Set an example of environmental responsibility by establishing institutional ecology policies and practices of resource conservation, recycling, waste reduction, and environmentally sound operations.

### 6. Involve All Stakeholders

Encourage involvement of government, foundations, and industry in supporting interdisciplinary research, education, policy formation, and information exchange in environmentally sustainable development. Expand work with community and nongovernmental organizations to assist in finding solutions to environmental problems.

### 7. Collaborate for Interdisciplinary Approaches

Convene university faculty and administrators with environmental practitioners to develop interdisciplinary approaches to curricula, research initiatives, operations, and outreach activities that support an environmentally sustainable future.

### 8. Enhance Capacity of Primary and Secondary Schools

Establish partnerships with primary and secondary schools to help develop the capacity for interdisciplinary teaching about population, environment, and sustainable development.

### 9. Broaden Service and Outreach Nationally and Internationally

Work with national and international organizations to promote a worldwide university effort toward a sustainable future.

### 10. Maintain the Movement

Establish a Secretariat and a steering committee to continue this momentum, and to inform and support each other's efforts in carrying out this declaration.

Adopted:

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS-\_-03/

RESOLUTION ON  
IMPLEMENTATION OF A REALISTIC TUITION  
AND FEE RATE STRUCTURE FOR HIGHER EDUCATION

1 WHEREAS, The level of state general funding for higher education in California is inadequate  
2 to provide students with a quality system of instruction and support; and  
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4 WHEREAS, The level of state general funding and the level of tuition and fees is subject to  
5 vagaries in the California economy and in its budgeting process; and  
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7 WHEREAS, Access to higher education for all qualified students is an acknowledged priority  
8 of the state and its citizens; and  
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10 WHEREAS, California's tuition and fees are among the lowest in the nation; and  
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12 WHEREAS, There is little justification for subsidizing all students with low tuition and fees;  
13 and  
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15 WHEREAS, Long range, strategic planning in higher education is stymied by tardy budgets and  
16 uncertain revenues; therefore, be it  
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18 RESOLVED: That the CSU Board of Trustees, state legislators, and the Governor's Office  
19 develop and implement a rational, long term, strategic budget plan for higher  
20 education; and, be it further  
21

22 RESOLVED: That the CSU Board of Trustees, state legislators, and the Governor's Office  
23 implement over the next five years, a stable and predictable schedule of tuition  
24 and fees that recognizes the relative ability of each California family to pay while  
25 maintaining a quality and sustainable system of higher education, and;  
26 concurrently, be it further  
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28 RESOLVED: That the CSU Board of Trustees, state legislators, and the Governor's Office  
29 implement over the next five years a system to: identify and address all forms of  
30 subsidy provided to students, reconcile the true marginal costs of educating  
31 students within the CSU system, and establish and fund an appropriate level of  
32 financial aid that ensures a broad opportunity for student access to higher  
33 education in California; and, be it further



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RESOLVED: That copies of this resolution be forwarded to:  
Dr. Debra S. Farar, Chair of the CSU Board of Trustees  
Abel Maldonado, CA State Assemblyman  
Bruce McPherson, CA State Senator  
Jackie Goldberg, Chair of the Assembly Committee on Education  
John Vasconcellos, Chair of the Senate Committee on Education  
Jack O'Connell, Superintendent of the State Department of Education, and  
Gray Davis, Governor for the State of California

Proposed by: Academic Senate Budget  
and Long Range Planning Committee  
Date: March 12, 2003  
Revised: April 7, 2003

Adopted:

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS- -03/FAC  
RESOLUTION ON BUDGET CRISIS

- WHEREAS, The State of California is in an unprecedented budget crisis; and
- WHEREAS, "The state budget crisis will cause significant reductions in state appropriations to the CSU in 2003-2004 and beyond; and
- WHEREAS, The budget crisis could seriously affect student access to courses and student services in the CSU; and "
- WHEREAS, The budget crisis could seriously affect high quality instruction, jeopardize faculty, and staff positions in the CSU; therefore be it
- RESOLVED: That the Academic Senate of Cal Poly (SLO) strongly urge President Baker to continue focusing on protecting funding for high quality instruction and essential student services; and be it further
- RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to oppose any increase in the student-faculty ratio (SFR), and be it further
- RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to consult widely, on issues related to budget and enrollment management with the Academic Senate, all Cal Poly bargaining units, and Cal Poly students; and be it further "
- RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to ensure that there will be transparency in the budget process so that the campus community can be fully informed; and be it further
- RESOLVED: That the Academic Senate of Cal Poly strongly urge President Baker to find and utilize alternative sources of revenue (e.g. Foundation funds, CMS, MPP hires) as a way of reducing the impact of budget cuts on the quality of education in our university.

Proposed by: Academic Senate  
Faculty Affairs Committee  
Date: March 17, 2003  
Revised April 1, 2003

Adopted:

ACADEMIC SENATE  
of  
CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
San Luis Obispo, CA

AS-\_-03IR&PDC

RESOLUTION ON ESTABLISHING  
A FACULTY AWARD TO RECOGNIZE DISTINGUISHED  
RESEARCH AND PROFESSIONAL DEVELOPMENT AT CAL POLY

1 Background: In 1996, the Academic Senate Research and Professional Development Committee  
2 was charged with making recommendations concerning research and professional development  
3 activities for the campus. Although excellence in teaching is the first responsibility of all Cal  
4 Poly faculty, the committee believes that Cal Poly can benefit significantly through increased  
5 recognition and support to faculty efforts in their other scholarly work.

6  
7 WHEREAS, Cal Poly is an institution known for its high quality of undergraduate education,  
8 where graduate programs have traditionally played a small role and faculty  
9 teaching of undergraduates has been the highest priority; and

10  
11 WHEREAS, The Cal Poly Strategic Plan and employment expectations for faculty place  
12 increasing emphasis on research and other scholarly activities; and

13  
14 WHEREAS, The processes of teaching, discovery, integration, and application through  
15 research and creative activities are crucial for the continued growth and  
16 development of a community of faculty and student scholars; and

17  
18 WHEREAS, The established Cal Poly Distinguished Teaching Award provides due recognition  
19 to excellence in teaching, however, accomplishments in research and professional  
20 development are considered only to the extent they relate to teaching excellence;  
21 and

22  
23 WHEREAS, Many universities, including other CSU campuses, recognize through targeted  
24 awards the distinguished accomplishments of faculty in the research and  
25 professional development arena; therefore, be it

26  
27 RESOLVED: That a Cal Poly "Distinguished Research and Professional Development Award"  
28 program be established to recognize faculty achievements in research and other  
29 scholarly activities; and be it further  
30

- 30 RESOLVED: That each Distinguished Research and Professional Development Award consist of  
31 a certificate, suitable for framing, and a cash award in an amount equal to the most  
32 recently presented Distinguished Teaching Award; and be it further  
33
- 34 RESOLVED: That as soon as funding is available, two awards be presented annually; and be it  
35 further  
36
- 37 RESOLVED: That a quasi-endowment be established to provide sustained funding for the  
38 awards and that the University administration be asked to solicit donations so that  
39 endowment funding may be implemented at the earliest possible opportunity; and  
40 be it further  
41
- 42 RESOLVED: That until such time that the endowment is in place and yielding sufficient  
43 income, that temporary funding for the awards be requested from the University  
44 administration; and be it further  
45
- 46 RESOLVED: That recipients of the Distinguished Research and Professional Development  
47 Awards be recognized during the Fall Conference convocation or at another  
48 suitable public occasion; and be it further  
49
- 50 RESOLVED: To avoid confusion, the Academic Senate's Faculty Awards Committee be  
51 renamed the "Distinguished Teaching Awards Committee"; and be it further  
52
- 53 RESOLVED: That an Academic Senate "Distinguished Research and Professional Development  
54 Award Committee" be established to conduct the selection process and determine  
55 on an ongoing basis the policies and procedures to be used for selecting recipients  
56 of the awards; and be it further  
57
- 58 RESOLVED: That the attached "Guidelines for the Cal Poly Distinguished Research and  
59 Professional Development Award" be adopted as the initial policies and  
60 procedures for administering the award; and be it further  
61
- 62 RESOLVED: That the Academic Senate approve the attached "Guidelines for the Cal Poly  
63 Distinguished Research and Professional Development Award" and that these  
64 recommendations be forwarded to the President and Provost of Cal Poly.

Proposed by: Academic Senate Research and  
Professional Development Committee  
Date: April 2, 2003

**GUIDELINES FOR THE CAL POLY DISTINGUISHED RESEARCH  
AND PROFESSIONAL DEVELOPMENT AWARDS**

□DRAFT- APRIL 2, 2003□

General Guidelines:

- 1) All current faculty (members of collective bargaining unit 3) are eligible. Candidates must be Cal Poly faculty for at least 3 years (equivalent full-time), before becoming eligible.
- 2) The committee should seek diversity in the awards for a given year and over time, seeking to recognize both junior and senior faculty, both research and other creative activities, and different disciplines.
- 3) The award shall recognize a specific contribution or body of work, as opposed to general achievements. The award shall be for work done primarily at Cal Poly.
- 4) The Awards Committee shall include one voting General Faculty representative from each college, the UCTE, and Professional Consultative Services. Two voting ex officio student members shall be chosen to represent the ASI. The Senate is encouraged to include up to a maximum of three past award recipients among the college, UCTE, and PCS representatives.
- 5) An application form and suitable deadlines shall be established. Candidates may be self-nominated or nominated by other faculty or by students. The application should contain sufficient material to permit the nominee's evaluation according to the following selection criteria.

Selection Criteria:

- 1) Quality (impact/usefulness) of the work should be emphasized over quantity, as evidenced by any of the following:
  - Helping to improve the human condition and quality of life
  - Contributions to knowledge and practice
  - Wide peer recognition of the work as substantial, seminal, scholarly
  - Use of the nominee's ideas and other creative products by practitioners
  - Degree of innovation
  - Publications or presentations in refereed media
  - Other books, chapters, articles, teaching cases, and instructional materials
  - Presentations or performances at peer recognized events
- 2) Cumulative impact of the work over time
- 3) Importance to students, evidenced by any of the following:
  - Number of associated senior projects, theses, etc.
  - Curriculum improvement and enhanced teaching/learning by self and others
  - Quality of the impact on students' experience
- 4) Importance to Cal Poly, evidenced by any of the following:
  - Enhanced status of Cal Poly or its academic units
  - Significant grants and contracts received
  - Mentoring and facilitating the professional development of other faculty and staff
  - Curriculum innovation in ways that are important to industry and/or practice